Spring 2005 Regional Training

TCAP Writing Assessment

TCAP Achievement Test

TCAP End Of Course/Gateway

TCAP Writing Assessment

- We are still in the process of cleaning up the demographic data for the Writing Assessment. Thanks to everyone for quick response if called about individual students.

- The actual student essays are being scored now in Charlotte, NC. When you get your students' individual reports, prior to the closing of school, please **review the reports immediately.** E-mail any concerns to Charlotte.Woehler@state.tn.us . You will have one week to report any data corrections from the time you receive your reports.

- New writing prompts will be field tested in September. If your system is chosen to participate, please respond promptly. Specific directions will be mailed to you if your system is selected to participate.

TCAP Achievement Test Administration Points

- The testing window has been extended. The new dates are April 11 – 29, 2005. *Please return only answer documents in your first shipment via UPS. Labels will be attached on the outside of the Central Office box for all schools.* All other testing materials should be returned by May 10, 2005. Remember to return answer documents and materials in the boxes in which they were shipped.

- The website has been updated and can be accessed at: http://www.state.tn.us/education/assessment/tsachhome.php

- The **Test Administration Manual** as well as **Teacher Directions** for grades 3-8 are available for download from the website. Feel free to make your own copies.

- Grades K-2 will take Form C. The test times are the same as last year and can be accessed from the website.

- Grades 3-8 will take Form P. Tests include subtests in the four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies. Each content area is broken into two 40-minute parts. The total testing time is 320 minutes.

TCAP Gateway/EOC Administration Points

- Fall Gateway/EOC reports should arrive in your system within 1-2 weeks.

- Spring Gateway Test will be administered May 3-6, 2005.
  - May 3 – Math
  - May 4 – Language Arts
  - May 5 – Science
  - May 6 – Make-up day

- Gateway practice tests should arrive in early April followed by tests in 2 weeks.

- EOC tests should arrive approximately 2 weeks prior to the scheduled testing date.

- The Gateway and EOC websites are in the process of being updated. Access to these sites is available at: http://www.state.tn.us/education/mtest.htm

- Update on vendor change: No changes in the content and format of tests.

TCAP Gateway/EOC Administration Points

- The Test Administration Manual (TAM) now contains both Gateway and End Of Course Test Instructions.

- Calculator use guidelines are the same for EOC Physical Science as for Gateway Math and EOC Math Foundations II.

- The teacher's name has been added to the student label.

- A brochure entitled "Understanding Your Child's Score Report" will accompany the individual profile report sent to parents.

- There are 4 new sections on the GIS: # of absent students, ELL Exempt, Withdrawn Students, and Class Period.

- RI/Breach email statement should be submitted ASAP following testing; prior to scanning.

Comprehensive English Language Learning Assessment (CELLA)

- All English Language Learners grades K-12 will take the CELLA during the Achievement Test window: April 11-29, 2005. Transitional 1 (T1) and Transitional 2 (T2) students will not take CELLA.

- ELLs will take CELLA in place of the Reading/Language Arts portions of the TCAP Achievement Test. ELL students must take only the **Math** portion (grades 3-8) of the Achievement Test. Students in grades K-2 need only take CELLA, even if the system tests K-2 grade students.

- Make sure that all student accountability demographic information is coded **EXACTLY** the same on the CELLA as it is on Achievement.

- ELL students enrolled in a high school course that corresponds with a Gateway or an End Of Course test, must take the CELLA *as well as* the Gateway/EOC test.

TCAP Achievement Test Alt-ASA Coding

- TCAP-Alt ASA will be done using K-3 regular Achievement Tests. Please be sure to reference the Addendum to ensure proper coding of these students.

- TCAP-Alt ASA students taking Grades K-2 Test will use Form C

- TCAP-Alt ASA students taking Grade 3 will use Test Form P

TCAP Achievement Test Alt-ASA Coding

- Do NOT code any Special Accommodations for students taking TCAP-Alt ASA. Participation in TCAP-Alt ASA is considered the main accommodation used by the students.

- Complete proper coding of the Group Information Sheet (GIS) for students participating in TCAP-Alt ASA. A GIS must be completed by students' grade and test level taken.

  - Students in the same assigned grade level who completed different test levels *may not* be grouped under the same GIS.
  - Students in different assigned grade levels who completed the same test level *may not* be grouped under the same GIS.

TCAP Achievement Test Alt-ASA Return Instructions

Return Shipping Instructions for TCAP-Alt ASA

- TCAP-Alt ASA tests will be boxed together and sent to systems' central offices for distribution to individual schools by System Testing Coordinators.

- If the school attended by the ASA student is administering the Achievement Test to their school population, then the ASA tests should be included in the school's box(es) for return shipment.

- If the school attended by the ASA student is NOT administering the Achievement Test to their school population, then the test(s) should be returned to the System Testing Coordinator for return to the State in the box in which it arrived.

2004-2005 Accommodations

- Allowable and Special Accommodations are new and improved this year. The charts along with the instructions and addendums are available online at: http://www.state.tn.us/education/speced/seassessment.htm

- Use of accommodations should be based on individual student need.

- Special Accommodations may be used only if indicated on the student's IEP or 504 Service Plan.

- *Unique Adaptive Accommodations Request Form*

Direct your requests to Ann Sanders in the Special Education Division at (615) 741-2851.

Accommodations Cont'd

- Test books that have been written in by students who use a scribe and/or answer in their actual test books as an accommodation ***MUST*** be treated the same as a Large Print or Braille test. The original test book must be packed to travel with the transcribed answer document.

- Students receiving the Read Aloud accommodation must all be using ***the same version of the test***.

- Mathematics Tables
  - Clean copies

http://www.state.tn.us/education/speced/seaccadd.pdf

Student Accountability Demographic Information – Answer Document

Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final reports. Fill in only _one_ circle in each column.

- Use no. 2 pencil only, erase changes completely

- The test administrator's name must be written **EXACTLY** as it appears on the GIS.

- Code student demographic information in the test books for grade 3 or answer documents for grades 4-8.

- ALL BUBBLING NEEDS TO BE DOUBLE & TRIPLE CHECKED PRIOR TO SHIPPING BACK TO THE STATE.

TCAP Achievement Test
NOT TESTED

- The absentee document has been replaced by the absentee bubble on the answer document.

- If the student is bubbled absent and then takes a make-up test, make sure the absentee bubble is completely erased.

- The ELL Exempt bubble is only for ELL students who are in their *first year of enrollment in a U.S. school*. Their Math scores will not be used in determining Adequate Yearly Progress.

TCAP Achievement Test
TEST VERSION

- There are 7 versions of the Grades 3-8 test. Please be sure to code the version of the test book on the students' answer documents and make sure that students receive the *same test books* at each testing session.

- There is now a place to write the students' names on the front cover of the test books.

TCAP Gateway/EOC Demographic Information

In addition to the information that is similar to what you fill out on the Achievement test answer document, you also must include the following on the Gateway/EOC answer document:

- Schedule

- Class Attendance

- Testing Status
  - You can fill in 2 bubbles if necessary.

Group Information Sheet (GIS)

- The Group Information Sheet provides data that will appear on reports.

- *Incorrect, incomplete, or illegible information will result in inaccurate reports, will delay test processing, and may have a negative impact on final reports. GISs precoded with school specific data must not be interchanged between schools or systems.*

Ensure GIS information is properly marked:

- Use a No. 2 pencil to make dark solid marks that fill the circle completely.
- Make no stray marks.
- Marking more than one circle in each column will invalidate coding.
- Erase changes completely.
- Do not fill in circles beneath blank boxes.

TVAAS Laws & Teacher Effect

49-1-603.   Value added assessment system.

"Value added assessment" means:

– A statistical system for educational outcome assessment which uses measures of student learning to enable the estimation of teacher, school, and school district statistical distributions; and

– The statistical system will use available and appropriate data as input to account for differences in prior student attainment, such that the impact which the teacher, school and school district have on the educational progress of students may be estimated on a student attainment constant basis. The impact which a teacher, school, or school district has on the progress, or lack of progress, in educational advancement or learning of a student is referred to hereafter as the "effect" of the teacher, school, or school district on the educational progress of students.

The statistical system shall have the capability of providing mixed model methodologies which provide for best linear unbiased prediction for the teacher, school, and school district effects on the educational progress of students. It must have the capability of adequately providing these estimates for the traditional classroom (one (1) teacher teaching multiple subjects to the same group of students), as well as team taught groups of students or other teaching situations, as appropriate.

The metrics chosen to measure student learning must be linear scales covering the total range of topics covered in the approved curriculum to minimize ceiling and floor effects. These metrics should have strong relationship to the core curriculum for the applicable grade and subject.

[Acts 1992, ch. 535, §4.]

TVAAS Laws & Teacher Effect

49-1-608 Subject matter tests for secondary schools – Initiation of value added assessment.

By not later than 1993, the development of subject matter tests will be initiated to measure performance of high school students in subjects designated by the State board of education and approved by the education oversight committee. These tests must reflect the complete range of topics covered within the list of State approved textbooks for that subject. As soon as valid tests have been developed, the testing of students will be initiated to provide for value added assessment. Value added assessment shall be initiated in the designated subjects within secondary schools by 1999-2000 school year, and continued annually thereafter. Value added assessment may be initiated in other subjects designated by the State board of education and approved by the education oversight committee at such times as valid tests can be developed which effectively measure performance in such subjects.

[Acts 1992, ch. 535, § 4; 1997, ch. 434, § 3; 1998, ch. 833, § 1.]

School/Group List (SGL)

- The School/Group List provides a comprehensive list of all GIS forms for each school.

- Use the SGL to cross reference information from the GIS forms and to verify the number of answer documents to be scored/scanned.

- **Incorrect, incomplete, or illegible information may result in inaccurate reports and will delay test processing.**

Keep the following points in mind when preparing the SGL:

- Note that some information may have pre-printed.
- If a teacher/administrator/group has more than one GIS with answer documents to be scored/scanned, the information for each set should be listed separately.
- List all GIS forms together in grade order.
- SGL forms may be photocopied if needed.

Report of Irregularity (RI)

The RI Form is a 3-part form used to report _serious_ irregularities during the testing session.

The form should only be used to report the irregularities listed on the RI form. Examples include:

- Student cheated.
- Student received inappropriate assistance.
- Student left during testing session.
- Time limits were not observed.
- Student used defective/contaminated materials.
- Student took the wrong test.
- Student received improper modifications/accommodations.
- Student refused to take the test.

Report of Irregularity (RI)

An RI form should **NOT** be completed for the following reasons:

- Absences – even epidemics.
- Unsuccessful attempts at cheating.
- Student answered randomly.
- Student was upset about external events.
- Student forgot glasses.
- Testing session was interrupted due to noise or incident.
- Room temperature was too hot or too cold.
- Student did not take/changed medication.

For these and other noteworthy incidents that DO NOT affect scoring, documentation should be kept at the **local level**.

Report of Irregularity (RI)

New RI Procedures

Test Administrator:

- Place student answer document *directly under the appropriate Group Information Sheet*. Sign and return the entire form to the Building Testing Coordinator.

Building Testing Coordinator:

- Make a copy for school use. Ensure accurate completion. Sign and return the *entire* form to the System Testing Coordinator.

System Testing Coordinator:

- Mark your recommendation. Ensure accurate completion. Sign and provide accurate phone number. Place top 2 copies in the envelope provided. Return via Priority Mail or UPS/FedEx. Retain the back copy for system use.

If a system has no RIs, they must return the empty envelope. (Achievement and Writing Only)

Breach of Testing Security

It is the responsibility of the school system to establish a secure testing environment for all assessments.

- Immediately report a potential breach of testing security to the System Testing Coordinator and the appropriate Program manager in the Evaluation & Assessment Division.
- The system and school must conduct an immediate and thorough local investigation of the incident.
- The System Testing Coordinator should discuss the breach with the Director of Schools to determine what action, if any, be taken.
- **Tennessee Code Annotated (T.C.A.) 49-1-607**
- The System testing Coordinator must complete a Breach of Testing Security Report form **with documentation of the investigation and results, including actions taken.**
- Retrain staff on test security law and local policies; consider revision of policies and procedures to avoid further problems.

Inactive Test Materials (ITM)

Only material to be destroyed should be placed under an ITM. Documents attached to an ITM form are inactive and not to be scored. The ITM is a single sheet green form and may be copied as needed. A separate form should be submitted for each incident type per grade/content area for each school.

The following are examples of the types of materials that should be included on an ITM.

- A precoded answer document for a student no longer enrolled
- A duplicate answer document while the document to be scores is under the appropriate GIS
- A student took the wrong test – incorrect answer document is under the ITM
- A contaminated answer document where answers were transcribed – contaminated documents are to be *destroyed* by the System Testing Coordinator
- An answer document completed in ink – information transcribed to a new answer document and placed under the appropriate GIS

Inactive Test Materials (ITM)

The following materials should not be included under an ITM:

- Braille and Large Print test materials (Return these test materials per shipping instructions and place the transcribed answer document under the appropriate GIS.

- Test books with only student names or random marks (Place them with used test materials).

- Test books or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions).

- Unused, precoded School Group Lists and Group Information Sheets (Place them with used test materials.

- Used writing prompts or directions (Place them with used test materials).

- Writing folders with responses, separated at perforation (Place them together under the appropriate GIS, in order).

- Answer documents for students who refused to test.

- Answer documents for students who left the testing area after beginning the test.

TCAP Achievement Reports

- There will be 6 Criterion-Referenced Test (CRT) reports and one student label sent to systems for grades 3-8.
- These reports are similar in nature to the Gateway/End of Course reports to facilitate ease in understanding.
- Reports will include:
  - **Student Label**
  - **Individual Profile Report (IPR)**
  - **Class Record Sheet**
  - **Performance Level Summary Report**
    - School & System
  - **Reporting Category Performance % Proficient**
    - School & System
  - **Reporting Category Performance Index Report**
    - School & System
  - **Disaggregation Summary Report**
    - School & System

TCAP Achievement Test Processing/Reporting

- Processing and score reporting for the Achievement test will be done on a first in first out basis for systems whose materials arrive properly completed and organized.

- All reports should be to you around the end of May.

- There will not be extended time allotted for clean-up of data.

- It is ***imperative*** that all student accountability demographic information is coded appropriately and accurately the first time!

TCAP Gateway/EOC Reports

- Gateway/EOC reports will be delivered in one phase.

- Gateway labels will come with reports from the vendor.

- Reports include:

  - **Student Label**
  - **Individual Profile Report**
  - **Class Report**
  - **Performance Summary Reports**
    - School/Teacher
    - System/School
  - **Performance Level Summary Reports**
    - School
    - System
  - **Demographic Summary Reports**
    - School
    - System

Points of Emphasis

- Don't forget to send the remainder of your Achievement Test materials back to the State by May 10 using the original boxes carrier return labels provided.

- Do not allow students to eat, drink, or chew gum during testing.

- Do not allow students to bend K-3 grade test books back during testing. This will cause scanner alignment problems.

- Make sure there are no loose, USED, answer documents in the boxes of returned materials. All USED answer documents belong with a form: an ITM or a GIS.

- When a student makes up a test, MAKE SURE the absent bubble has been cleanly erased.

- Take the time to check for and pull answer documents of withdrawn students (who may have been precoded or bubbled absent) BEFORE scanning or returning materials so these will not count against you on percent of students tested.

- Make sure that students use the correct answer documents that correspond to the grade level/content area of the test book they are using.

Points of Emphasis

- Do not allow students taking the K-3 Achievement Test to write in the test books other than to mark their answers.

- The teacher name/group name must be the same on the answer document, the Group Information Sheet, and the School Group List.

- If UPS does not pick up daily at your school system, please take your answer document boxes to your local UPS center. This will ensure that your answer documents are sent back in a timely manner.

- Please check the zip code when you send materials back to the State at the Hardison Complex address. If you are using Priority/regular mail, the zip code is 37243. If you are using UPS or FedEx, the zip code is 37210.

- If someone from the Evaluation and Assessment Division contacts you with a question, please respond as quickly as possible so that processing is not slowed while we await your response. You may lose your place in line!

- Make sure **all teachers/test administrators** are trained on these policies and procedures!

- If you have a question or concern, please contact the appropriate Program Manager so we can help!

?? Questions ??

Contacts

Deb Malone, Assistant Director, Programs
Phone: (615) 532-6298
Email: Deb.Malone@state.tn.us

Charlotte Woehler, TCAP Writing Program Manager
Phone: (615) 253-4344
Email: Charlotte.Woehler@state.tn.us

Stacey Miller, TCAP Achievement Program Manager
Phone: (615) 532-6272
Email: Stacey.Miller@state.tn.us

Malinda Tuttle, TCAP Achievement Program Manager
Phone: (615) 253-5036
Email: Malinda.Tuttle@state.tn.us

Contacts

Mary Taylor, TCAP EOC/Gateway Program Manager
Phone: (615) 253-6031
Email: Mary.E.Taylor@state.tn.us

Jennifer Leathers, TCAP EOC/Gateway Program Manager
Phone: (615) 253-5208
Email: Jennifer.leathers@state.tn.us

Vicky Smith, TCAP EOC/Gateway Program Manager
Phone: (615) 532-6255
Email: Vicky.Smith@state.tn.us

Jan Lineberger, NAEP Coordinator
Phone: (615) 532-6299
Email: Jan.Lineberger@state.tn.us